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ABSTRACT

A model is presented of a preservice teacher education program (used at Polding College, Sydney, Australia) that consists of three years' academic preparation, and at least one year of classroom teaching experience, followed by one year of full-time study or its equivalent. The school experience is the core of this program and it is integrated into college studies through a regularly scheduled "in schools" half-day release program and block school experiences once a semester. The educational rationale of the program is the translation of teaching, curriculum theory, and learning as taught in college, into immediate practice. These activities provide continuity of experiences in schools as well as an experiential base for the more theoretical work taught in the college. The "in school" half-day release program provides opportunities for practical links across the program throughout each semester in various subject areas. These links are made in a structured program that includes microteaching, observations, demonstrations, and teaching of small groups as well as full class lessons in schools. An outline of the three-year academic curriculum is presented along with diagrams and descriptions of the "in school" activities that are linked with each specific course, and a statement of the objectives for each semester. (JD)

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SCHOOL EXPERIENCE COMES ALIVE IN AN INTEGRATED B.ED. PROGRAMME

(A step by step descriptive model)

by

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June, 1982.

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ABSTRACT

SCHOOL EXPERIENCE COMES ALIVE IN AN INTEGRATED B.ED. PROGRAMME

One of the most striking features of the innovative Bachelor of Education Primary Degree recently introduced at Polding College is its School Experience Programme. Almost 60% of this programme is focussed around the two components - "In College/In School" Activities and Block School Experience. The rationale is the translation of Teaching/Learning/Curriculum theory into immediate practice in the schools. It is vital that the student teacher identify with schools as well as the College. This notion suggests that schools are mutual partners with the College in the pre-service preparation of teachers for the classroom of the future.

SCHOOL EXPERIENCE COMES ALIVE IN AN
INTEGRATED B.ED. PROGRAMME

(A step by step descriptive model)

The introduction of Bachelor of Education Primary Degrees in New South Wales in 1981 afforded Colleges of Advanced Education the opportunity to abandon the past and move in new directions.

The model suggested by the N.S.W. Higher Education Board (H.E.B.) for the degree was "3 + E + 1". This translates to three years pre-service educational preparation (3), at least one year of teaching experience in the schools (E), followed by one year of full-time study or its equivalent (+1).

Polding College, a Catholic College in Sydney, took up this challenge and introduced a degree programme that was regarded by the H.E.B. as most innovative. The conceptual framework used was a modification of Klingstedt's Systems Model.[1]

One of the most striking features of the Polding College B.Ed. Programme is the School Experience which consists of two main components:

Part I : Integrated "In College/In School" Activities
and
Part II: Block School Experiences.

The School Experience is the core of the integrated Teaching/Learning/Curriculum (T/L/C) Studies. These integrated studies constitute almost sixty percent of the programme and comprise of a series of units that:

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1. Klindstedt, J.L. Specification and Examination of Assumptions, Theoretical Model and Competencies: First Three Steps Towards Systematic Improvement of a Teacher Education Programme. (Paper prepared for the Professional Development Centre Teacher Corps Project: Houston, Texas. October, 1975).

(a) provide a theoretical framework for professional actions over the first three years of College studies, and

(b) equip students with the vocational tools required by a professional teacher.

The School Experience Programme that is described in this paper is restricted to the first three years of the "3 + E + 1" model.

RATIONALE OF THE TOTAL SCHOOL EXPERIENCE PROGRAMME

The educational rationale underpinning the School Experience Programme is the translation of teaching, learning, curriculum theory, as taught in college, into immediate practice. This is done through a regular "in schools" half-day release programme as well as block school experience each semester.

PART I INTEGRATED "IN COLLEGE/IN SCHOOL" ACTIVITIES

The purpose of the Integrated "In College/In School" activities is to facilitate the practical application of T/L/C theory in an on-going way throughout each semester of the first three years of the programme.

The "In College/In School" activities are vital in terms of continuity of experiences in schools. They also provide an experiencial base for the more theoretical work taught in the College. The "In School" half day release provides opportunity for practical links across the programme throughout each semester in the various subject areas. These links are made in a structured programme that includes micro teaching, observations, demonstrations, teaching of small groups, as well as, full class lessons in schools.

It is important for the student teacher to identify with schools as well as the college. In order to bring this about schools need to be mutual partners with the college in the pre-service education of teachers. This "In School" component facilitates this relationship.

YEAR I SEMESTER I

OBJECTIVE

To give students a global view of the primary school in operation.

The "In College" courses that are taught in the first semester are of an introductory nature and are outlined in Table 1.

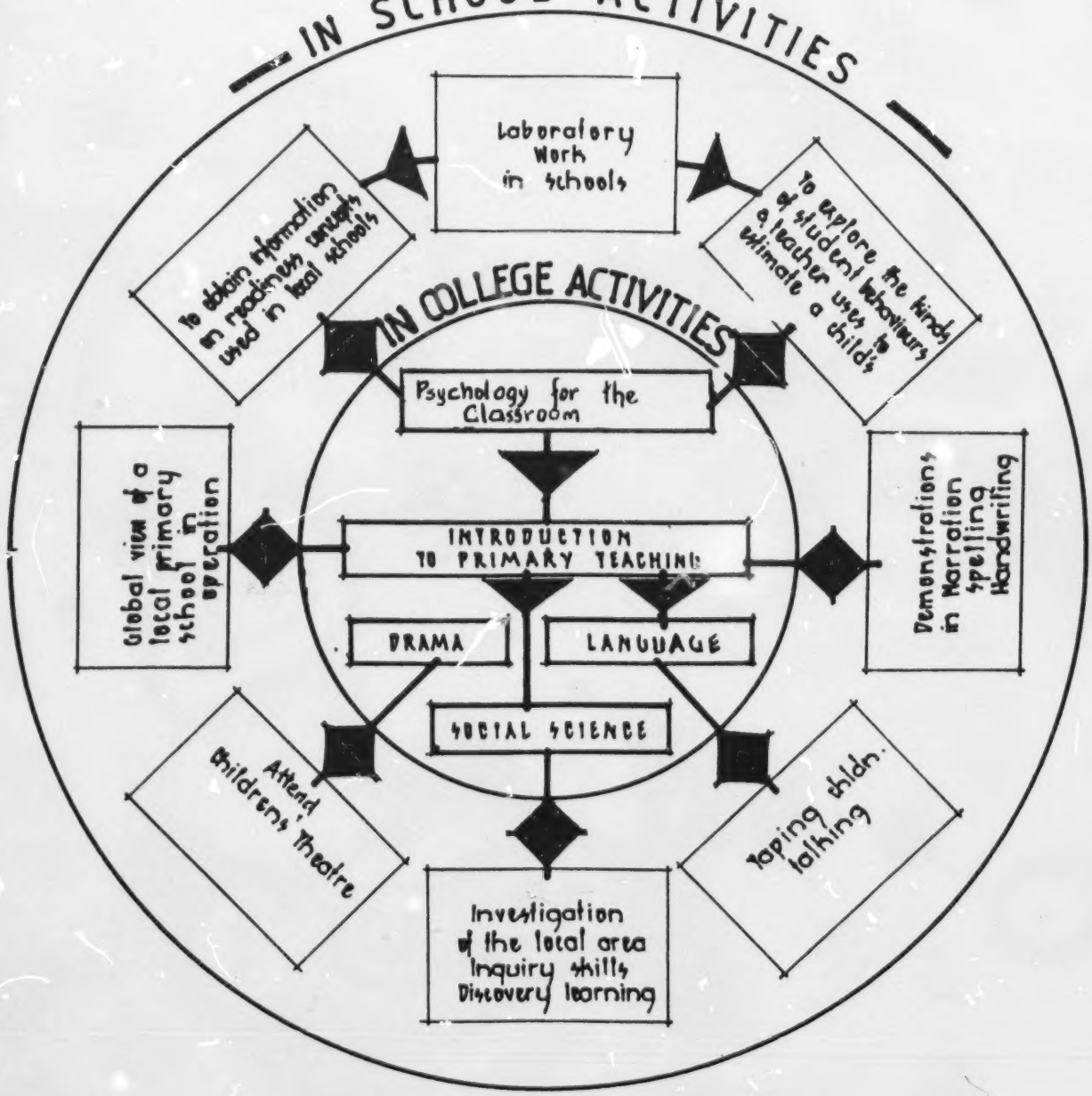
TABLE I

"IN COLLEGE" COURSES - SEMESTER I

Teaching/Learning I - Psychology for the Classroom	2 hours
Introduction to Primary Teaching	2 hours
Language Curriculum Studies A	2 hours
Cultural - Environmental Studies A	2 hours
Expressive Arts - Drama	2 hours
(* School Experience - May (2 weeks))	
Total	10 hours

These course are linked to "In School" activities described in Diagram I. These activities are designed to orientate the student to Primary Education in the 1980's.

DIAGRAM 1


IN SCHOOL ACTIVITIES
Laboratory Work in schools
To obtain information on readiness concepts used in local schools
To explore the kinds of student behaviours a teacher uses to estimate a child's
IN COLLEGE ACTIVITIES
Psychology for the Classroom
Global view of a local primary school in operation
INTRODUCTION TO PRIMARY TEACHING
Demonstrations in Narration spelling Handwriting
DRAMA
LANGUAGE
SOCIAL SCIENCE
Attend Childrens' Theatre
Taping childn. talking
Investigation of the local area Inquiry skills Discovery learning

YEAR I SEMESTER II

OBJECTIVE

To prepare students for teaching using a variety of procedures/ strategies.

The "In College" courses taught in Semester II, Table 2, indicate a progression from global type courses in Semester I to more specific procedures and content in Semester II.

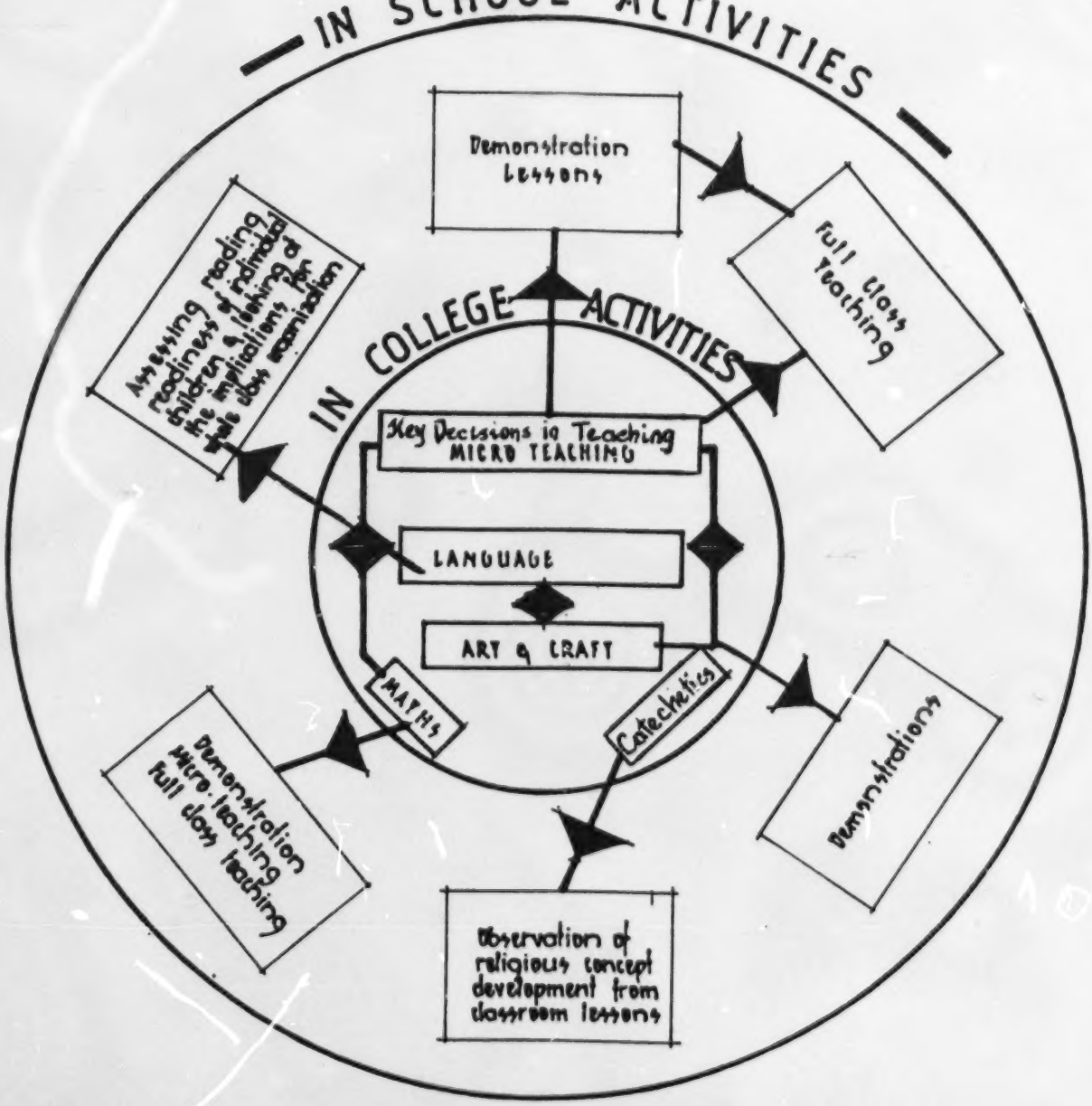
TABLE 2

"IN COLLEGE" COURSES - SEMESTER II

Teaching/Learning II - Key Decisions in Teaching	2 hours
Educational Technology in the Classroom	2 hours
Language Curriculum Studies B	2 hours
Mathematics in the Primary School A	2 hours
Catechetics in the Primary School A	2 hours
Expressive Arts - Art & Craft A	2 hours
(* School Experience - September (3 weeks)	
	12 hours

The "In School" activities are linked to each specific course during this semester as shown in Diagram 2. While no direct link is shown for Educational Technology in the Classroom, meaningful integration occurs through Teaching/Learning II - Key Decisions in Teaching.

DIAGRAM 2


IN SCHOOL ACTIVITIES
Demonstration Lessons
Full class Teaching
Assessing reading readiness of individual children & taking a the implications for the class organization
IN COLLEGE ACTIVITIES
Key Decisions in Teaching MICRO TEACHING
LANGUAGE
ART & CRAFT
MATHS
Catechetics
Demonstration micro-teaching full class teaching
Demonstrations
Observation of religious concept development from classroom lessons

YEAR 2 SEMESTER III

OBJECTIVE

To prepare students for the increasing complexities of classroom teaching through visits, directed observation, micros, demonstration lessons and some teaching of full class lessons.

Courses taught during this semester "In College" demand more depth and rigour. This can be seen by the range and level of courses taught as outlined in Table 3.

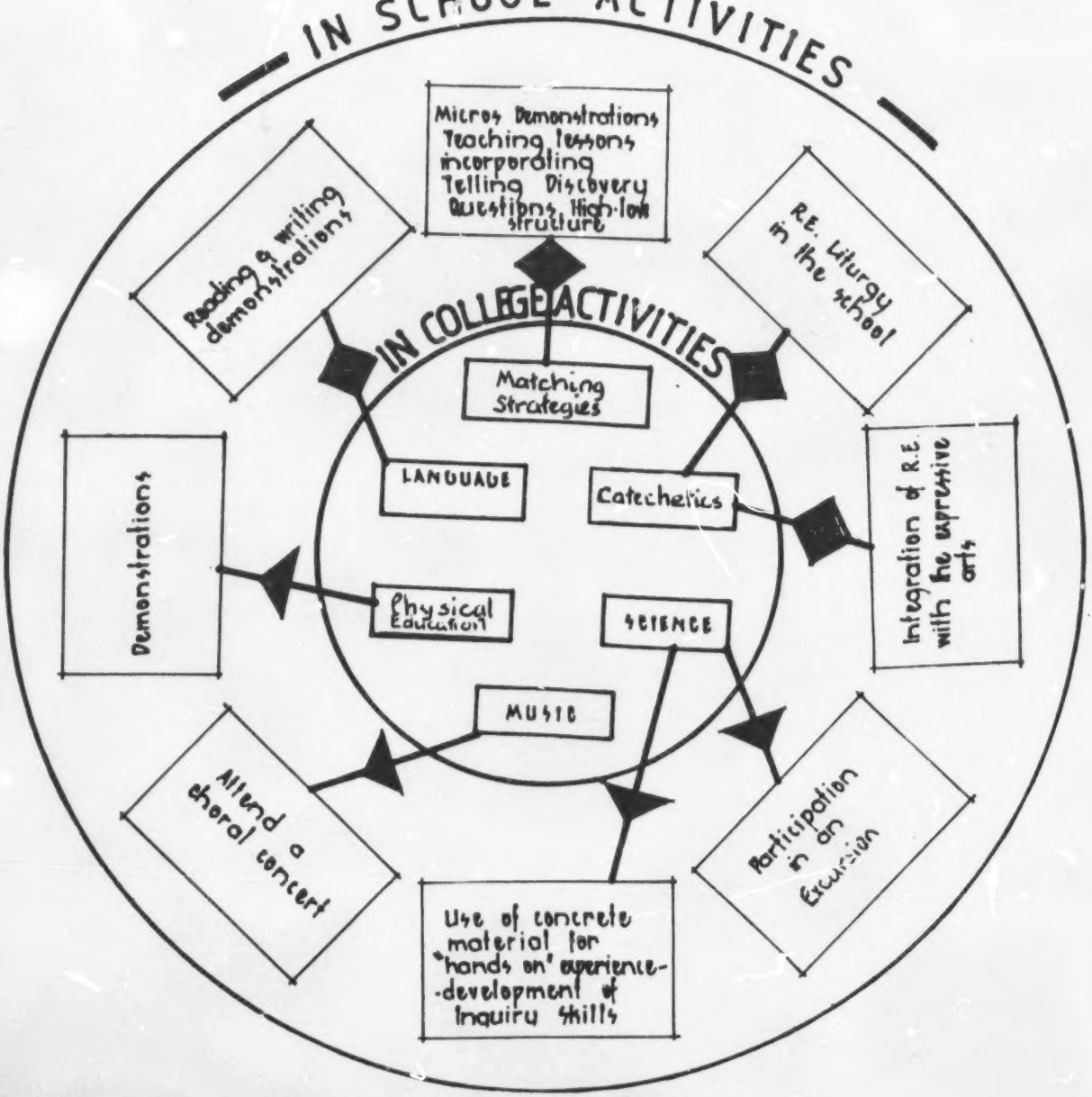
TABLE 3

"IN COLLEGE" COURSES - SEMESTER III

Teaching/Learning III - Matching Strategies to Environments	2 hours
Language Curriculum Studies C	2 hours
Catechetics in the Primary School B	1 hour
Physical Education & Health Studies A	1 hour
Primary Science Education A	2 hours
Expressive Arts - Music A	2 hours
(* School Experience - May (3 weeks))	
Total	10 hours

The half-day release "In School" activities support what is taking place in college. "In School" activities in courses such as Teaching/Learing III - Matching Strategies to Environments are critical to students' understanding and analysis of different learning environments. Diagram 3 indicates the integrated links made in this segment of the programme throughout the semester.

DIAGRAM 3


IN SCHOOL ACTIVITIES
Micros Demonstrations Teaching lessons incorporating Telling Discovery Questions High-low structure
Reading & writing demonstrations
R.E. Liturgy in the school
IN COLLEGE ACTIVITIES
Matching Strategies
LANGUAGE
Catechetics
Demonstrations
Integration of R.E. with the expressive arts
Physical Education
SCIENCE
MUSIC
Attend a choral concert
Participation in an Excursion
Use of concrete material for 'hands on' experience-development of inquiry skills

YEAR 2 SEMESTER IV

OBJECTIVE

To develop the students' confidence and skills in classroom management.

Students by Semester IV are now capable of real challenge in the classroom. Having a better understanding of self and their capabilities they are now in a position to manage difficult classroom situations and provide for the needs of individual children. "In College" courses shown in Table 4 indicate their preparation for these situations.

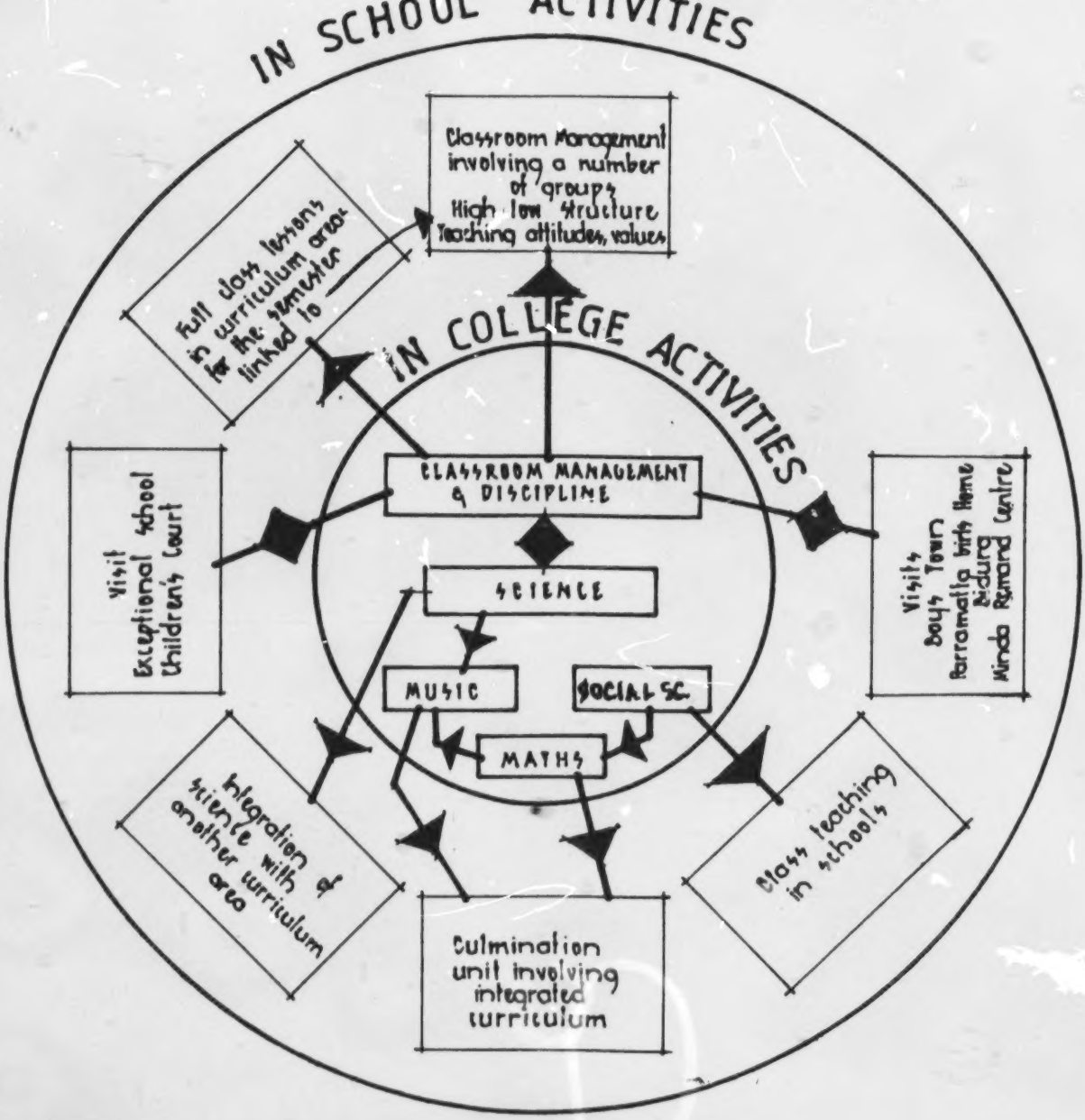
TABLE 4

"IN COLLEGE" COURSES - SEMESTER IV

Teaching/Learning IV - Classroom Management & Discipline	2 hours
Mathematics in the Primary School B	2 hours
Cultural & Environmental Studies B	2 hours
Primary Science Education B	2 hours
Expressive Arts - Music B	2 hours
(* School Experience - September (3 weeks))	
Total	10 hours

The "In Schools" activities for Semester IV give a real experiencial base to the "In College" programme. Visits to exceptional schools give a firm underpinning to courses such as Teaching/Learning IV - Classroom Management & Discipline. A case study of an individual child undertaken in Child Development in Education Studies during this semester also links in with the student's "In School" activities.

DIAGRAM 4


IN SCHOOL ACTIVITIES
Classroom Management involving a number of groups High low structure Teaching attitudes, values
Full class lessons in curriculum area for the semester linked to
IN COLLEGE ACTIVITIES
CLASSROOM MANAGEMENT & DISCIPLINE
SCIENCE
MUSIC
SOCIAL SC.
MATHS
Visit Exceptional school Children's Court
Visits Boys Town Parramatta Girls Home Bidura Minda Remand Centre
Integration of science with another curriculum area
Class teaching in schools
Culmination unit involving integrated curriculum

YEAR 3 SEMESTER V & VI

OBJECTIVES

To develop the students' skill in working with a child who has a language or learning difficulty. Sequence of tasks include:

(i) observe problem

(ii) in consultation with teacher, design a programme of instruction suited to the child's specific needs

(iii) implement programme

(iv) continual evaluation of programme and modification when and where necessary.

Table 5 shows the full year "In College" courses, which are linked to the "In Schools" activities shown in Diagram 5.

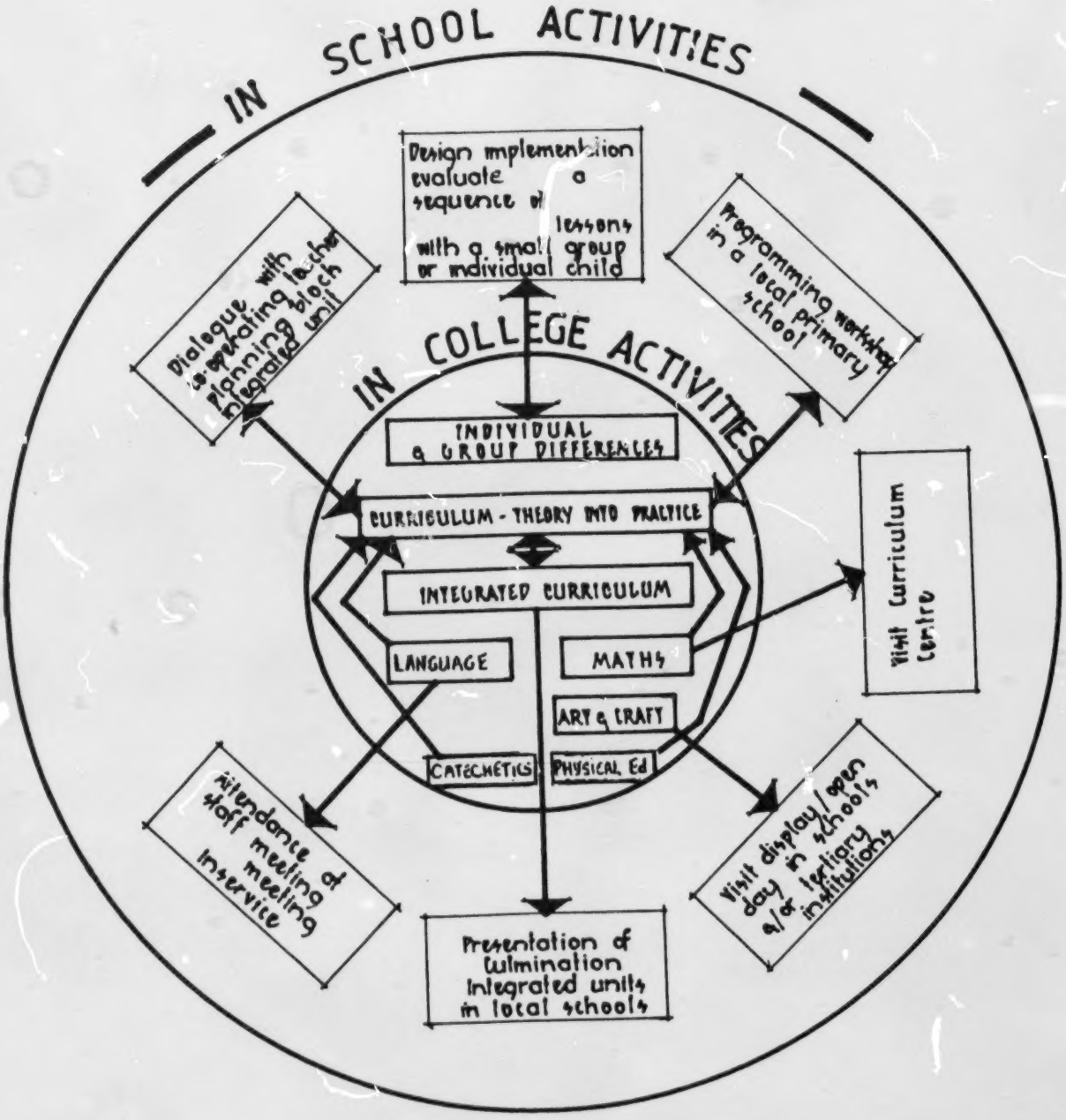
TABLE 5

"IN COLLEGE" COURSES - SEMESTERS 5 AND 6.

(* School Experience - Sustained Block - September/October. (8 weeks)	
Teaching/Learning VI - Individual & Group Differences	2 hours
Language Curriculum Studies D	2 hours
Mathematics in the Primary School C	2 hours
Physical Education & Health Studies B	2 hours
Expressive Arts - Art & Craft B	2 hours
Total	10 hours
Teaching/Learning V - Individual & Group Differences	2 hours
Curriculum-Theory into Practice	2 hours
The Integrated Primary Curriculum	4 hours
Catechetics in the Primary School C	2 hours
Physical Education & Health Studies C	1 hour
Total	11 hours

* Refers to Block School Experience. This is detailed semester by semester in Part II Block School Experience which follows.

DIAGRAM 5


IN SCHOOL ACTIVITIES
Design implementation evaluate a sequence of lessons with a small group or individual child
Dialogue with co-operating teacher planning block integrated unit
Programming workshop in a local primary school
IN COLLEGE ACTIVITIES
INDIVIDUAL & GROUP DIFFERENCES
CURRICULUM - THEORY INTO PRACTICE
INTEGRATED CURRICULUM
LANGUAGE
MATHS
ART & CRAFT
CATECHETICS
PHYSICAL Ed
Visit Curriculum Centre
Attendance at staff meeting parent meeting inservice
Visit display/open day in schools and/or tertiary institutions
Presentation of culmination integrated units in local schools

After studying Table 5 and Diagram 5 the real relevance and value of "In School"activities supporting "In College" activities can be assessed. For example "In School" activities such as attendance at staff and parent meetings, inservice days etc. are an essential part of a teacher's life. It can be seen that such experiences are provided for in this programme.

PART II: BLOCK SCHOOL EXPERIENCES

It has been established that the "In College/In School" activities are the ongoing week by week integration of theory and practice and are one of the two components of the School Experience programme. The block School Experience session is the core or heart of School Experience in each semester.

The significant characteristics of Block School Experience in the B.Ed. Programme are its integrated components, tight structure, provision for individual differences and developmental sequence. These characteristics are incorporated into each semester of the programme.

AIMS OF BLOCK SCHOOL EXPERIENCE

- To promote ongoing professional development and induction into the profession.
- To prepare a competent practitioner in a vocational programme.
- To ensure the meaningful translation of theory into classroom practice.

Table 6 describes the pattern of block school experience for the three years preservice component.

TABLE 6

PATTERN OF BLOCK SCHOOL EXPERIENCES

YEAR 1	MAY - 2 weeks -	SEPTEMBER - 3 weeks -
YEAR 2	MAY - 3 weeks -	SEPTEMBER - 3 weeks -
YEAR 3		SEPTEMBER - OCTOBER - 8 weeks -

FACULTY RESPONSIBILITIES IN THE PROGRAMME

1. The Teaching/Learning/Curriculum (T/L/C) faculty take responsibility for the placement and the monitoring of student progress in schools throughout the programme.

2. Where possible the T/L/C faculty - in pairs - take responsibility for the supervision and assessment of School Experience. In order to provide for greater consistency in the assessment of School Experience a second supervision is required for an exceptional grading, e.g. Outstanding, Not Yet Satisfactory, Unsatisfactory.

3. School Experience Co-ordinators are appointed within each school to provide the vital link between the college, the student, and the school. Each Co-ordinator is aware of the college programme and the expectations to be placed on the co-operating teacher and the student.

PROVISION FOR STUDENTS

1. The level of difficulty of classes and learners is assessed. Students are then assigned to classes of increasing difficulty as they progress throughout the programme.

2. Students and co-operating teachers are matched, where possible, in terms of special skills and interests and personal characteristics. In addition, special placements are made for the following students:

   (a) those members of religious orders who have taught exclusively in the Catholic System (e.g. Public School Placement).

(b) those with entering skills different from the norm.

(c) those who distinguish themselves as outstanding.

(d) those who need special support, assistance and/or remediation.

3. Students are given special preparation and guidance prior to each block practice. Evaluation and follow-up work follow each session. The T/L/C faculty are responsible for this aspect of the progamme.

4. Provisions are made when and where necessary for remediation during and/or after the school experience sessions.

(a) students experiencing difficulty in a specific area are withdrawn for a morning or a day during the practice.

(b) students graded Not Yet Satisfactory/Unsatisfactory at the end of school experience are referred for specific remediation. This remediation is on a <u>voluntary</u> basis. Students completing this special programme ususally gain the proficiency level of Satisfactory at the next Block Experience Sessions.

SEMESTER I - two week block (May)

<u>Objective</u> To gain a positive orientation to the profession, the school, and the classroom.

<u>Placement</u> (i) in a "normal" class with a supportive, enthusiastic, vital teacher;

(ii) in schools with College students from other years in the programme.

Teaching/Learning/Curriculum being studied in College

- Teaching/Learning I - Psychology for the Classroom
- Introduction to Primary Teaching
- Language Curriculum Studies A
- Cultural and Environmental Studies A (Social Science)
- Expressive Arts - Drama.

Programme

Week 1 - Observation, e.g. familiarity with materials used in classroom, e.g. specific spelling, writing, reading programmes used, management techniques, etc.
- observation and visits to other classrooms.
- observation of Year II and Year III college peers teaching in school.
- duties of Teacher's Aide, i.e. work with one child and build up to a group of five or six under the direction of the co-operating teacher.

Week 2 - One small group or whole class lesson per day.
- narration, spelling and writing lessons only to be attempted.
- co-operating teacher to demonstrate the lesson types above prior to student teaching.

Assessment Grades:

Satisfactory, Not Yet Satisfactory, Unsatisfactory.

SEMESTER II - three week block (September)

Objectives
- To provide for a positive experience in the school and success in personal teaching.
- to apply the principles of Teaching/Learning in selected curriculum areas.

Placement (i) a "normal" class with a selected teacher;

(ii) in schools with College students from other years in the programme.

Teaching/Learning/Curriculum being studied in College

- Teaching/Learning II - Key Decisions in Teaching, e.g. lesson planning, task analysis, sequencing, strategies
- Educational Technology in the Classroom
- Language Curriculum Studies B
- Mathematics in the Primary School A
- Catechetics in the Primary School A
- Expressive Arts - Art and Craft A.

Programme

Weeks 1 - 3 - Teach 2 lessons per day.

- teach at least one lesson from the following curriculum areas i.e. Language Curriculum Studies/ Mathematics/Catechetics/Social Science/Art & Craft and Drama, so as to consolidate all curriculum areas studied to date.
- visit other classrooms in the school.
- observe and note any outstanding features of the school.
- observe college peers teaching.
- observe the co-operating teacher demonstrating the lesson types prior to the student teaching.
- prepare and use suitable aids and materials.
- note the more detailed organizational aspects of lessons, i.e. movement of furniture and grouping of children.

Assessment Grades:

More Than Satisfactory, Satisfactory,

Not Yet Satisfactory.

SEMESTER III - three week block (May)

Objectives . To select and utilize a variety of strategies appropriate to lesson objectives and content.

. to identify the range of individual differences within the class.

. to provide for these individual differences in lesson presentation.

Placement (i) "challenging" placement with strong support from co-operating teacher and college supervisor;

(ii) in schools with college students from other years in the programme.

Teaching/Learning/Curriculum being studied in College

. Teaching/Learning III - Matching Strategies to Environments. (Exposition - Discovery
(Higher order questioning
(Inquiry

. Language Curriculum Studies C

. Physical Education & Health Studies A

. Primary Science Education A

. Catechetics in the Primary School B

. Expressive Arts - Music A.

Programme

Weeks 1 - 3 - Teach 3 lessons daily.

- teach at least one lesson from the following curriculum areas, i.e. Language Curriculum Studies, Catechetics, Science, Music, and other curriculum areas introduced in previous semesters - Mathematics, Social Science, Art & Craft and Drama, to consolidate all curriculum areas studied to date.
- block practice in Language Curriculum Studies.
- small group work to be featured plus individualization where necessary.
- procedures for monitoring pupil performance across and within lessons to be used.
- visit other classrooms in the school.
- observe and note any outstanding features of the school.
- observe college peers teaching.
- observe the co-operating teacher demonstrating the lesson types above prior to the student teaching.
- note the more detailed organizational aspects of lessons, i.e. grouping of children, movement of furniture etc.

Assessment Grades:

Outstanding, More Than Satisfactory, Satisfactory, Not Yet Satisfactory, Unsatisfactory.

SEMESTER IV - three week block (September)

Objectives
- To teach at least two lessons from all curriculum areas.
- to teach blocks of Mathematics and Language Curriculum Studies - group work is to be featured.
- to prepare for the sustained block practice in Year III students will teach for one half-day in Weeks 1 and 2 and two full days (spaced) in Week 3.

Placement
(i) a more "difficult" class, e.g. inner city or multicultural.
(ii) in school with college students from other years in the programme.

Teaching/Learning/Curriculum being studied in College

- Teaching/Learning IV - Classroom Management & Discipline
- Child Development (Education Studies)
- Mathematics in the Primary School B
- Cultural and Environmental Studies B
- Primary Science Education B
- Expressive Arts - Music B

Programme

Weeks 1 - 3
- Teach 4 lessons per day, except the half-days and full days as indicated above.
- teach blocks of lessons in sequence.
- lessons to be creatively presented using a variety of aids, techniques and strategies.
- thorough evaluation and follow up of lessons. Diagnostic and remediation teaching provisions to be planned and implemented.
- visit other classrooms in the school.

- observe and note any outstanding features of the school.
- observe college peers teaching.

Assessment Grades:

Outstanding, More Than Satisfactory, Satisfactory, Not Yet Satisfactory, Unsatisfactory.

YEAR III - sustained block practice - 8 weeks (September-October)

Objectives
- To prepare for the "E" component of the 3 + E + 1 of the B.Ed. Programme.
- to confront and share responsibility for the day-to-day issues of school life, e.g. rolls, playground duty, accidents, excursions, extra curricula activities, staff meetings, parish and community involvement, parent contacts.
- to design, implement, evaluate and follow-up an integrated programme.
- to teach co-operatively over a sequence of lessons one of the curriculum areas with the class teacher.
- to demonstrate skills in high-low structure and prescriptive ⟶ independent learning.
- to identify and provide for individual differences in the classroom.

Placement (i) "challenging" placement in a school with "difficult to teach children" with strong support from the co-operating teacher and the college supervisor

OR

(ii) in a school with an alternative form of organization, e.g. Family Grouping, Open classroom, integrated day, individualization etc.

Teaching/Learning/Curriculum being studied in College

- Teaching Learning V & VI - Individual and Group Differences
- Language Curriculum Studies D
- Mathematics in the Primary School C
- Physical Education & Health Studies B & C
- Expressive Arts - Art and Craft B
- Catechetics in the Primary School C
- The Integrated Primary Curriculum
- Curriculum-Theory into Practice

Programme

Weeks 1 - 3 - Half-day teaching. Day book type preparation.

Weeks 4 - 7 - Teaching of Integrated Programme specific to the individual and group needs of the class 4 days per week. Day book type preparation.

Week 8 - Evaluation - (children's progress
(teaching of the programme
(quality of the programme

Discuss with staff and participate when and where appropriate

School organization, school policy, aims and objectives, special features of the school, record-keeping, rolls, school returns, reports, reports to parents (oral, written), emergencies, accidents in the playground.

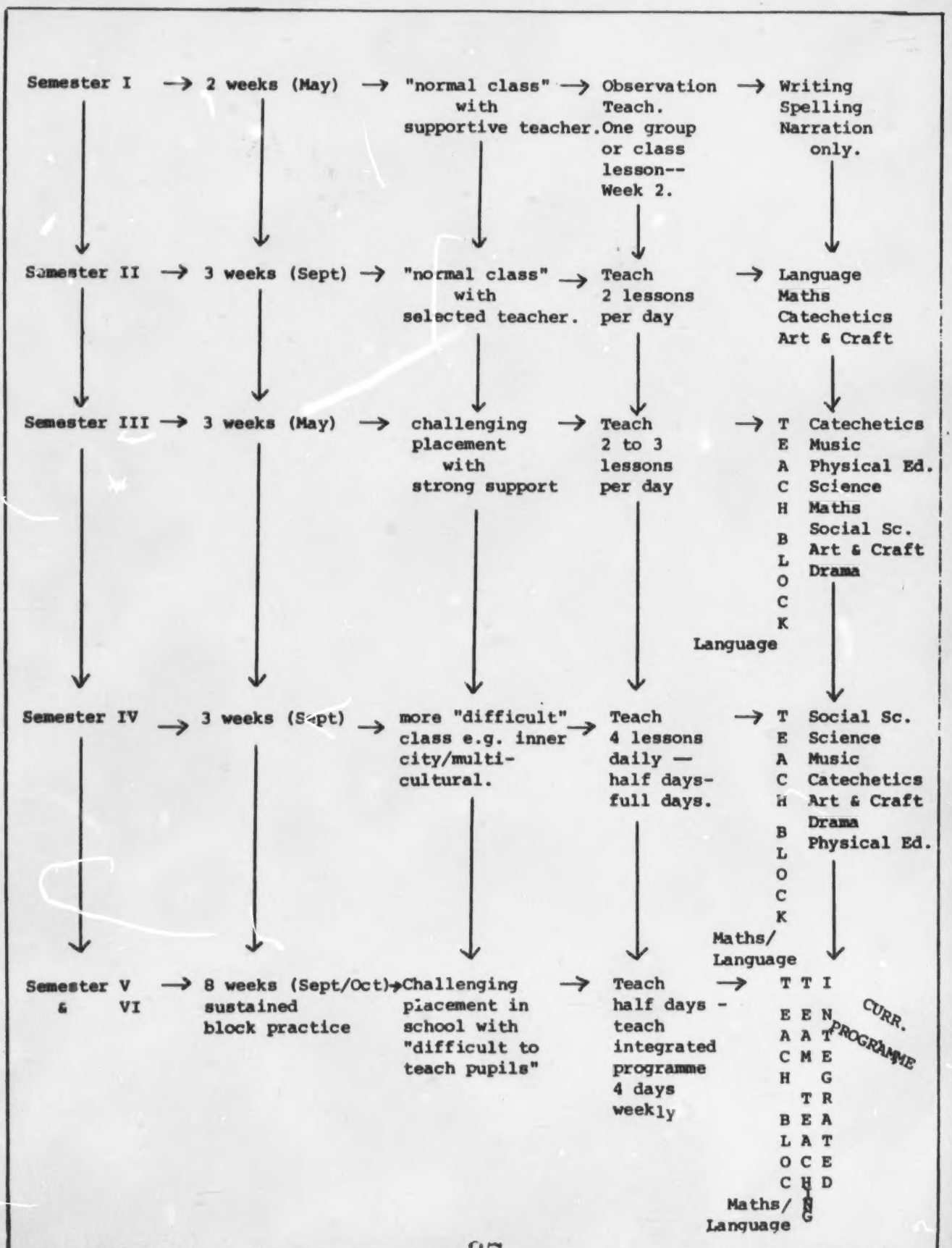
Assessment Grades:

Outstanding, More Than Satisfactory, Satisfactory, Not Yet Satisfactory, Unsatisfactory.

In Table 7 a Summary of the Block School Experience is outlined. This shows the tight structure, integrated components, developmental sequence as well as student expectations across semesters and throughout the three years of the pre-service phase.

TABLE 7

SUMMARY OF BLOCK SCHOOL EXPERIENCE PROGRAMME


Semester I → 2 weeks (May) → "normal class" with supportive teacher. → Observation Teach. One group or class lesson-- Week 2. → Writing Spelling Narration only.
Semester II → 3 weeks (Sept) → "normal class" with selected teacher. → Teach 2 lessons per day → Language Maths Catechetics Art & Craft
Semester III → 3 weeks (May) → challenging placement with strong support → Teach 2 to 3 lessons per day → TEACH BLOCK Catechetics Music Physical Ed. Science Maths Social Sc. Art & Craft Drama
Language
Semester IV → 3 weeks (Sept) → more "difficult" class e.g. inner city/multi-cultural. → Teach 4 lessons daily — half days- full days. → TEACH BLOCK Social Sc. Science Music Catechetics Art & Craft Drama Physical Ed.
Maths/ Language
Semester V & VI → 8 weeks (Sept/Oct) sustained block practice → Challenging placement in school with "difficult to teach pupils" → Teach half days - teach integrated programme 4 days weekly → TEACH BLOCK TEAM TEACHING TREATED CURR. PROGRAMME
Maths/ Language

CONCLUSION

The Bachelor of Education Primary Degree offered the opportunity for a complete reconceptualization of the School Experience Programme at Polding College. Data for change came from students, teachers, principals, educational administrators and college faculty.

Students, the "consumers", have invariably been more motivated by practice than theory. The main thrust of this programme, then was to capitalize on the already present intrinsic motivation in students and interweave a solid theoretical base which they found relevant. Present indications are that this has been successful.

This School Experience Programme is designed so that the "consumers" can commence the "E" year as fully prepared teachers with stronger theoretical and practical skills due to the integrated and developmental nature of the programme.

The implementation of this programme has already begun. Formative evaluation is most encouraging and indicates understanding, support, and effectiveness in both components - "In College/In School" Activities and Block School Experiences.

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